



'We grow and learn with the gifts we have been given, following in the footsteps of Jesus'

Unit Plan	Year 3
Substantive Knowledge	Substantive knowledge refers to knowing 'what' specific facts need to be remembered.
Disciplinary Knowledge	Whereas substantive knowledge is about 'what' facts, disciplinary knowledge is about knowing 'how'.
Prior Learning	<ul style="list-style-type: none"> History topic focusing on the Romans in year 2.
Enhancements	Latin Week
CST Links and Catholic Curriculum- heart and hand	The study of Latin in our school exposes our learners to links with scripture, history and word origins. It provides a unique opportunity to bring together communication, inclusion, reconciliation, peace and understanding.
Key Concepts	MFL- listening, speaking, reading, writing and grammar.

Session	Substantive Knowledge	Disciplinary Knowledge	Lesson Content Key Questions	Useful resources	
<u>Advent 1</u>					
Week 1- Chapter 1 pg.1	Latin	English	To recognise familiar words and short phrases. To understand the concept of the gender of nouns and their different endings.	LF- I can learn to say hello and goodbye in Latin Introduce the new vocabulary and provide children chance to practice. Children to be given a Latin name. Introduce Minimus and where he lived. <ul style="list-style-type: none"> ✓ How do you say "hello" to 1 person? ✓ How do you say "goodbye" to many people? ✓ What is the name of the place where Minimus lives? 	https://www.youtube.com/watch?v=vQ8Z1KwHLag (salve video) https://maximumclassics.com/wp-content/uploads/2016/02/term-1-teacher-guide.pdf (Roman names & meanings) https://hadrianswallcountry.co.uk/
	Salve	Hello			
	Salvete	Hello (to more than 1)			
	Vale	Goodbye			
	Valete	Goodbye (more than 1)			
Week 2- Chapter 1 pg. 2-3	Latin	English	To be able to introduce oneself & greet another.	LF- I can learn to say 'I am' in Latin. Introduce new vocabulary.	Optional activity- Fill in the family tree in teacher resource book.
	mater	Mother			



	<table border="1"> <tr><td>pater</td><td>Father</td></tr> <tr><td>filia</td><td>Daughter</td></tr> <tr><td>filius</td><td>Son</td></tr> <tr><td>īnfans</td><td>Little child</td></tr> <tr><td>servi</td><td>Slaves</td></tr> <tr><td>sum</td><td>I am</td></tr> <tr><td>es</td><td>You are</td></tr> <tr><td>sumus</td><td>We are</td></tr> <tr><td>estis</td><td>You are</td></tr> </table>	pater	Father	filia	Daughter	filius	Son	īnfans	Little child	servi	Slaves	sum	I am	es	You are	sumus	We are	estis	You are	To understand the concept of the gender of nouns and their different endings.	<p>Listen to Minimus Ch1 Page 2 and 3. Children follow and translate key words.</p> <p>In pairs, children to act out the story.</p> <ul style="list-style-type: none"> ✓ How do you say "I am" in Latin? ✓ Who was Flavius? ✓ What is the name of the little child? ✓ What does Vibrissa (the cat's name) mean? 	
pater	Father																					
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Latin	English																					
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			<ul style="list-style-type: none"> ✓ What does “diem natalem” mean? ✓ What was the invitation tablet made out of? 											
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	Latin	English												
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	Latin	English												
	omnes	Everyone												
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Sedete!	Sit!													



<p>Week 7- Chapter 1 Recap lesson and assessment</p>	<p>All previously learnt vocabulary.</p>	<p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To imitate correct pronunciation</p> <p>To write or copy simple words correctly.</p>	<p>LF- I can listen to the story of Perseus and Medusa</p> <p>Recap previous learning Recap all learning from chapter 1. Children to complete Attainment check 1.</p> <ul style="list-style-type: none"> ✓ What Latin word relates to the English word animation? ✓ What does the word "salve!" mean? ✓ Who is the "infans" in the family? 	
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Advent 2

<p>Week 1 Chapter 2 Lesson 1 page 8-9 (top)</p>	<p><u>Latin</u></p>	<p><u>English</u></p>	<p>To know how nouns & adjectives are used in Latin.</p> <p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p> <p>To imitate correct pronunciation</p>	<p>LF- I can learn about adjectives and how they agree with their noun</p> <p>Recap previous learning Listen to story being read (page 8) Children to read the story in groups/act it out. Translate the story.</p> <ul style="list-style-type: none"> ✓ Who is arriving at their house? ✓ What was the Latin word for dirty? ✓ Can you give an example of an Adjective in English? 	
	<p>Eheu</p>	<p>Oh dear</p>			
	<p>Villa</p>	<p>House</p>			
	<p>Sordida</p>	<p>dirty</p>			
	<p>Hortus</p>	<p>garden</p>			
	<p>Squalidus</p>	<p>Messy</p>			
	<p>Tunica</p>	<p>dress</p>			
	<p>Fessi</p>	<p>Tired</p>			
	<p>Euge!</p>	<p>Hooray</p>			
<p>Miles</p>	<p>soldier</p>				



<p>Week 2 Chapter 2 Lesson 2 Page 9-10</p>	<p>Nouns ending in -a are called feminine nouns.</p> <p>Nouns ending in -us are called masculine nouns.</p> <p>Adjectives come after a noun.</p> <table border="1" data-bbox="259 533 620 979"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>vespa</td> <td>Wasp</td> </tr> <tr> <td>balaena</td> <td>Whale</td> </tr> <tr> <td>equus</td> <td>Horse</td> </tr> <tr> <td>cuniculus</td> <td>Rabbit</td> </tr> <tr> <td>porcus</td> <td>Pig</td> </tr> <tr> <td>parva</td> <td>small</td> </tr> <tr> <td>maxima</td> <td>very big</td> </tr> <tr> <td>improbus</td> <td>naughty</td> </tr> <tr> <td>delphinus</td> <td>dolphin</td> </tr> <tr> <td>benignus</td> <td>Friendly</td> </tr> <tr> <td>magnus</td> <td>big</td> </tr> </tbody> </table>	Latin	English	vespa	Wasp	balaena	Whale	equus	Horse	cuniculus	Rabbit	porcus	Pig	parva	small	maxima	very big	improbus	naughty	delphinus	dolphin	benignus	Friendly	magnus	big	<p>To know how nouns & adjectives are used in Latin.</p> <p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p> <p>To imitate correct pronunciation</p>	<p>LF- To learn about adjectives and how they agree with their noun.</p> <p>Recap previous learning</p> <p>Recap nouns and adjectives (grammar link/ retrieval)</p> <p>Introduce feminine and masculine nouns in Latin.</p> <p>Introduce Latin adjectives.</p> <p>Activity- write out each Latin sentence and translate each one into English using the word to help.</p> <p>Adjectives pair game in teacher handbook.</p> <ul style="list-style-type: none"> ✓ What is an Adjective? ✓ Look at the sentences below again – why does “magnus” change in each sentence? 	
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<p>Week 3 Chapter 2 Lesson 3 Page 9-10</p>	<table border="1" data-bbox="259 999 620 1383"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>bonus/bona</td> <td>good</td> </tr> <tr> <td>callidus/callida</td> <td>clever</td> </tr> <tr> <td>Formosus/formosa</td> <td>beautiful</td> </tr> <tr> <td>ignavus/ignava</td> <td>lazy</td> </tr> <tr> <td>improbus/improba</td> <td>naughty</td> </tr> </tbody> </table>	Latin	English	bonus/bona	good	callidus/callida	clever	Formosus/formosa	beautiful	ignavus/ignava	lazy	improbus/improba	naughty	<p>To know how nouns & adjectives are used in Latin.</p> <p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p> <p>To imitate correct pronunciation</p>	<p>LF- To learn about adjectives and how they agree with their noun.</p> <p>Recap previous learning</p> <p>Introduce the learning and recap some noun and adjective pairs.</p> <p>Describing yourself activity- use the words to help on page 10. Remind children about the -us and -a endings changing.</p>													
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magnus/ magna	big													
minimus/ minima	very small													
optimus/ optima	very good													
parvus/ parva	small													
strennus/ stenua	energetic													
<p>Week 4 Chapter 2 Lesson 4 Page 11</p>	<p>Some English words have Latin roots.</p>	<p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p>	<p>LF- To explore the Latin roots of English words.</p> <p>Recap previous learning.</p> <p>Introduce that some English words have Latin roots.</p> <p>Guess the animal recap with nouns and adjectives.</p> <p>Teach word root facts.</p> <p>Latin roots activity.</p> <ul style="list-style-type: none"> ✓ What English word comes from "vacca"? ✓ What Latin word does the English word "feline" come from? What does it mean? 											
<p>Week 5 Chapter 2 Lesson 5 Page 11</p>	<p>To be able to understand some of the Roman food.</p>	<p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p>	<p>LF- To explore Roman food.</p> <p>Recap previous learning.</p> <p>Introduce learning.</p> <p>Teach children about Roman food.</p> <p>Read the Roman report on page 11. What similarities and differences are there between the food we eat and the food eaten by the Romans?</p>											



			<p>Optional activity- food tasting/cooking.</p> <ul style="list-style-type: none"> ✓ What is the name of the big meal the Romans ate late in the afternoon? ✓ Which of these 3 foods did Romans NOT eat: dormice, pasta, cheese? 																											
<p>Week 6 Chapter 2 Lesson 6 Page 12-13</p>	<table border="1"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>vir optime</td> <td>sir</td> </tr> <tr> <td>caseus</td> <td>cheese</td> </tr> <tr> <td>surge!</td> <td>get up!</td> </tr> <tr> <td>nunc</td> <td>now</td> </tr> <tr> <td>noti tangere</td> <td>don't touch</td> </tr> <tr> <td>omnes silent</td> <td>everyone is silent</td> </tr> <tr> <td>redi</td> <td>go back</td> </tr> <tr> <td>cubiculum</td> <td>bedroom</td> </tr> <tr> <td>noti lacrimare</td> <td>don't cry</td> </tr> <tr> <td>scilicet</td> <td>of course</td> </tr> <tr> <td>rident</td> <td>smiles</td> </tr> <tr> <td>praecipue</td> <td>especially</td> </tr> </tbody> </table>	Latin	English	vir optime	sir	caseus	cheese	surge!	get up!	nunc	now	noti tangere	don't touch	omnes silent	everyone is silent	redi	go back	cubiculum	bedroom	noti lacrimare	don't cry	scilicet	of course	rident	smiles	praecipue	especially	<p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To understand single everyday words.</p> <p>To write or copy simple words correctly</p>	<p>LF- To read and translate a Latin story containing adjectives.</p> <p>Recap previous learning.</p> <p>In pairs, children are to practise reading the story. Act out to the class.</p> <p>In pairs, children to work out the translation. Children to write the translation in the blank speech bubbles on the sheet.</p> <p>Activity- Spotting nouns and adjectives.</p> <ul style="list-style-type: none"> ✓ What food did Rufus touch on the table? ✓ How did Marcellus describe Rufus? Did he say he was naughty, or curious? 	
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<p>Week 7 Chapter 2 Lesson 7 page 14</p>		<p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To imitate correct pronunciation</p>	<p>LF- To listen to the story of Daedalus & Icarus.</p> <p>Recap previous learning</p> <p>Listen to the myth- link available on the PowerPoint.</p> <p>Optional activity- make an Icarus Flyer.</p> <ul style="list-style-type: none"> ✓ What did Daedalus make the wings out of? ✓ What advice did Daedalus give Icarus? 																											



Lent 1

<u>Lent 1</u>																											
Week 1 Chapter 2 assessment	All previous vocabulary.		<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To understand single everyday words</p>	<p>LF- Chapter 2 assessment</p> <p>Recap previous learning.</p> <p>Complete Attainment check 2.</p>																							
Week 2 Chapter 3 lesson 1 Page 15-16	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>facis</td> <td>you are doing</td> </tr> <tr> <td>scribo</td> <td>I am writing</td> </tr> <tr> <td>scribit</td> <td>he is writing</td> </tr> <tr> <td>spectat</td> <td>he is watching</td> </tr> <tr> <td>purgo</td> <td>I am cleaning</td> </tr> <tr> <td>purgat</td> <td>he is cleaning</td> </tr> <tr> <td>lego</td> <td>I am reading</td> </tr> <tr> <td>legit</td> <td>he is reading</td> </tr> <tr> <td>verro</td> <td>I am sweeping</td> </tr> <tr> <td>subito</td> <td>suddenly</td> </tr> <tr> <td>ancilla</td> <td>slave girl</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	facis	you are doing	scribo	I am writing	scribit	he is writing	spectat	he is watching	purgo	I am cleaning	purgat	he is cleaning	lego	I am reading	legit	he is reading	verro	I am sweeping	subito	suddenly	ancilla	slave girl	<p>To know how verbs are used in Latin.</p> <p>To begin to understand Latin word order in a sentence.</p> <p>To know how the ending of a verb changes depending upon who is doing the action</p>	<p>LF- To encounter inflected Latin verbs.</p> <p>Recap previous learning.</p> <p>Recap verbs (grammar link)</p> <p>Listen to a Latin story and children to practise reading it/acting it.</p> <p>Translate the story together.</p> <p>Teach about verb endings which explain who is doing the action.</p> <ul style="list-style-type: none"> ✓ Where do you find a Latin Verb in a sentence? ✓ What is the ending on the Verb when it is "he/she/it" doing an action?
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<p>Week 3 Chapter 3 Lesson 2 Page 15-16</p>	<p>If a verb ends in -t, then he or she is doing that action.</p> <p>If a verb ends in -o, then I am doing the action.</p> <p>If a verb ends in -nt, they are doing the action.</p>	<p>To know how verbs are used in Latin.</p> <p>To begin to understand Latin word order in a sentence.</p> <p>To know how the ending of a verb changes depending upon who is doing the action</p>	<p>LF- To categorise Latin verbs based on their endings.</p> <p>Recap previous learning</p> <p>Activity focusing on sorting verbs depending on their endings.</p> <p>Activities focuses on recapping verb endings.</p> <ul style="list-style-type: none"> ✓ Who is doing the action when there is an "nt" on the end of the Latin Verb? ✓ Which part of the Latin Verb tells us who is doing the action? How is this different to English? 											
<p>Week 4 Chapter 3 Lesson 3 Page 17-18</p>	<p>If a verb ends in -t, then he or she is doing that action.</p> <p>If a verb ends in -o, then I am doing the action.</p> <p>If a verb ends in -nt, they are doing the action.</p>	<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To know how verbs are used in Latin.</p> <p>To know how the ending of a verb changes depending</p>	<p>LF- To translate Latin verbs.</p> <p>Recap previous learning.</p> <p>Activity- teacher resource book page XII.</p> <p>Big question about the history of the Romans.</p> <ul style="list-style-type: none"> ✓ What is Corinthus' role in the family? ✓ What language does Candidus speak 											



		upon who is doing the action																
Week 5 Chapter 3 3 lesson 4 Page 18	<table border="1"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>quod</td> <td>because</td> </tr> <tr> <td>minime!</td> <td>no</td> </tr> <tr> <td>legis</td> <td>you read</td> </tr> <tr> <td>coquis</td> <td>you cook</td> </tr> <tr> <td>validus</td> <td>strong</td> </tr> <tr> <td>semper</td> <td>always</td> </tr> </tbody> </table>	Latin	English	quod	because	minime!	no	legis	you read	coquis	you cook	validus	strong	semper	always	<p>To know how verbs are used in Latin.</p> <p>To know how the ending of a verb changes depending upon who is doing the action</p>	<p>LF- To read and translate a Latin story containing verbs with different personal endings.</p> <p>Recap previous learning.</p> <p>Listen to the story being read page 18- recording available.</p> <p>Children to act the story out in groups or pairs.</p> <p>Children to translate the story.</p> <p>Children to highlight to verbs in the story and sort them into the different endings.</p> <ul style="list-style-type: none"> ✓ Why does Corinthus think he is the best? ✓ Why does Candidus think he is the best? ✓ Why does Pandora think Rufus is the best? 	
Latin	English																	
quod	because																	
minime!	no																	
legis	you read																	
coquis	you cook																	
validus	strong																	
semper	always																	
Week 6 Chapter 3 lesson 5 page 19- 20	Some English words have Latin root words.	<p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To imitate correct pronunciation</p>	<p>LF- To listen to the story of Pandora</p> <p>Recap previous learning.</p> <p>Listen to the story of Pandora. Audio version available. Activities linked to the story.</p> <ul style="list-style-type: none"> ✓ Name 2 of the qualities that get let out of the box ✓ Which one doesn't get let out of the box? 															

Lent 2



<p>Week 1 Chapter 3 assessment</p>	<p>All previous vocabulary.</p>		<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To understand single everyday words</p>	<p>LF- Chapter 3 assessment</p> <p>Recap previous learning.</p> <p>Complete Attainment check 3.</p>													
<p>Week 2 Chapter 4 Lesson 1 Page 21</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>docet</td> <td>teaches</td> </tr> <tr> <td>laetus</td> <td>happy</td> </tr> <tr> <td>iratus</td> <td>angry</td> </tr> <tr> <td>cur?</td> <td>why</td> </tr> <tr> <td>fatigata</td> <td>bored</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	docet	teaches	laetus	happy	iratus	angry	cur?	why	fatigata	bored		<p>To know how verbs are used in Latin.</p> <p>To begin to understand Latin word order in a sentence.</p> <p>To know how the ending of a verb changes depending upon who is doing the action</p>	<p>LF- To read and translate a Latin story containing verbs with different personal endings.</p> <p>Recap previous learning.</p> <p>Listen to the story- audio available on SharePoint.</p> <p>Children to read it whilst acting.</p> <p>Translate the story together.</p> <p>Children to list Latin verbs and sort them.</p> <ul style="list-style-type: none"> ✓ What does the word "scribit" mean? ✓ How would you make the above word "I ..." in Latin? 	
<u>Latin</u>	<u>English</u>																
docet	teaches																
laetus	happy																
iratus	angry																
cur?	why																
fatigata	bored																
<p>Week 3 Chapter 4 Lesson 2 page 22</p>	<p>If a verb ends in -t, then he or she is doing that action.</p> <p>If a verb ends in -o, then I am doing the action.</p> <p>If a verb ends in -nt, they are doing the action.</p>	<p>To write or copy simple words correctly</p> <p>To know how the ending of a verb changes depending upon who is doing the action.</p>	<p>LF- (1) To recap all six personal verb endings (present tense)</p> <p>(2) To recap adjectival agreement</p> <p>Recap previous learning.</p> <p>Recap the 6 present tense verb endings.</p> <p>Discuss the verb 'to be'.</p> <p>Adjectives recap and writing adjectives in Latin.</p> <ul style="list-style-type: none"> ✓ How do you say "I work" in Latin? 														



			<ul style="list-style-type: none"> ✓ Which Adjective agrees with "villa" best: magna, magnus or callida? 	
<p>Week 4 Chapter 4 Lesson 3 Page 23-24</p>	<p>The Romans used Roman numerals.</p>	<p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To understand a few familiar spoken words and phrases (with repetition and gesture)</p>	<p>LF- To learn about writing in Roman times</p> <p>Recap previous learning.</p> <p>Discuss the Roman report and the big question.</p> <p>Introduce and explore Roman Numbers (maths link for year 5 maths).</p> <ul style="list-style-type: none"> ✓ Can you write "Hello" using the Roman cursive script? ✓ If I was born on the Vth day of the IVth month, what day and what month was I born on? 	
<p>Week 5 Chapter 4 Lesson 4 Page 24-26</p>		<p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To imitate correct pronunciation</p>	<p>LF- To listen to the story of Echo & Narcissus</p> <p>Recap previous learning.</p> <p>Read through the story on page 24-25.</p> <p>Listen to the myth (audio available). Question available on the link provided.</p> <ul style="list-style-type: none"> ✓ What happens to Echo? ✓ Do you think Narcissus deserves what happens to him? 	<p>https://classictales.co.uk/metamorphoses/echo-and-narcissus</p>
<p>Week 6 Chapter 4 assessment</p>	<p>All previous vocabulary</p>	<p>To label items and select appropriate words to complete short phrases or sentences.</p>	<p>LF- Chapter 4 assessment</p> <p>Recap previous learning.</p> <p>Complete Attainment check 4.</p>	



		To understand single everyday words																
<u>Pentecost 1</u>																		
Week 1	All previous vocabulary	To label items and select appropriate words to complete short phrases or sentences. To understand single everyday words	LF- Recap all learning in chapters 1-4. Give opportunities for children to speak, listen and write Latin.															
Week 2 Chapter 5, Lesson 1, Page 27-28	<table border="1"> <thead> <tr> <th>Latin</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>celeriter</td> <td>quickly</td> </tr> <tr> <td>equito</td> <td>I ride</td> </tr> <tr> <td>ferociter</td> <td>fiercely</td> </tr> <tr> <td>pugno</td> <td>I fight</td> </tr> <tr> <td>diligenter</td> <td>carefully</td> </tr> <tr> <td>colo</td> <td>I farm</td> </tr> </tbody> </table>	Latin	English	celeriter	quickly	equito	I ride	ferociter	fiercely	pugno	I fight	diligenter	carefully	colo	I farm	To understand single everyday words. To understand a few familiar spoken words and phrases (with repetition and gesture). To introduce the use of adverbs in Latin	LF- To identify adverbs and know their function in English and Latin. Recap previous learning. Recap adverbs (grammar link) Recap verb endings. Listen to the story (audio available). Children to read and act out the story before translating. Teach about Latin adverbs. <ul style="list-style-type: none"> ✓ Which one of these is an Adverb: <u>happy</u> or <u>happily</u>? ✓ What are the three letters that go on the end of an Adverb in Latin? 	
Latin	English																	
celeriter	quickly																	
equito	I ride																	
ferociter	fiercely																	
pugno	I fight																	
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colo	I farm																	
Week 3 Chapter 5, Lesson 2, Page 29-30	Some English words have Latin roots.	To understand a few familiar spoken words and phrases (with repetition and gesture).	LF- (1) To understand how the Romans regarded the Britons (2) To identify Latin adverbs and find English derivatives															



			<p>Recap previous learning. Recap verb endings. Read the Roman Report (history link). Children to discuss the big question. Activity linking to Latin root words and translating into English words.</p> <ul style="list-style-type: none"> ✓ What does the Latin word "ferociter" mean? ✓ What did the Romans call the Britons? 													
<p>Week 4 Chapter 5, Lesson 3, Page 31-32</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>tesserar</td> <td>mosaics</td> </tr> <tr> <td>ita vero</td> <td>yes</td> </tr> <tr> <td>directae</td> <td>straight</td> </tr> <tr> <td>commodae</td> <td>comfortable</td> </tr> <tr> <td>nobiscum</td> <td>with us</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	tesserar	mosaics	ita vero	yes	directae	straight	commodae	comfortable	nobiscum	with us	<p>To imitate correct pronunciation</p> <p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues)</p> <p>To understand single everyday words.</p>	<p>LF- To translate a Latin story containing nouns and adjectives.</p> <p>Recap previous learning. Recap verb endings. Read through the story on page 31 in Latin. Children to translate the story. Read about Candidius and discuss the big question.</p> <ul style="list-style-type: none"> ✓ What 3 things did Flavia say were good about the Romans being there? ✓ What was Rufus' reason? 	
<u>Latin</u>	<u>English</u>															
tesserar	mosaics															
ita vero	yes															
directae	straight															
commodae	comfortable															
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<p>Week 5 Chapter 5 assessment</p>	<p>All previous vocabulary.</p>	<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To understand single everyday words</p>	<p>LF- Chapter 5 assessment</p> <p>Recap previous learning. Complete Attainment check 5.</p>													



Pentecost 2

<p>Week 1 Chapter 6, Lesson 1, Page 33-34</p>	<table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>vado</td> <td>I am going</td> </tr> <tr> <td>Eboracum</td> <td>to York</td> </tr> <tr> <td>ibi</td> <td>there</td> </tr> <tr> <td>arma</td> <td>weapons</td> </tr> <tr> <td>ludi</td> <td>games</td> </tr> <tr> <td>pilulae</td> <td>beads</td> </tr> <tr> <td>variae</td> <td>colourful</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	vado	I am going	Eboracum	to York	ibi	there	arma	weapons	ludi	games	pilulae	beads	variae	colourful	<p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p> <p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To understand single everyday words.</p>	<p>LF- To translate a Latin story containing nouns, verbs and adjectives</p> <p>Recap previous learning and verb endings. Read the story on page 33 (audio available). Children to read and act out the story. Translate the story. Read report about travel. (link to year 2 history)</p> <ul style="list-style-type: none"> ✓ What item was Iulius excited to be buying in York? ✓ How long would the whole trip to and from York have taken them in Roman times? 	
<u>Latin</u>	<u>English</u>																			
vado	I am going																			
Eboracum	to York																			
ibi	there																			
arma	weapons																			
ludi	games																			
pilulae	beads																			
variae	colourful																			
<p>Week 2 Chapter 6, Lesson 2, page 35-36.</p>	<p>If a verb ends in -t, then he or she is doing that action.</p> <p>If a verb ends in -o, then I am doing the action.</p> <p>If a verb ends in -nt, they are doing the action.</p> <table border="1"> <thead> <tr> <th><u>Latin</u></th> <th><u>English</u></th> </tr> </thead> <tbody> <tr> <td>stili</td> <td>pens</td> </tr> <tr> <td>cerae</td> <td>wax tablets</td> </tr> <tr> <td>habitat</td> <td>he lives</td> </tr> </tbody> </table>	<u>Latin</u>	<u>English</u>	stili	pens	cerae	wax tablets	habitat	he lives	<p>To know how nouns & adjectives are used in Latin.</p> <p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p> <p>To imitate correct pronunciation.</p>	<p>LF- To translate Latin noun-adjective sentences containing novel vocabulary</p> <p>Recap previous learning and verb endings. Read the story on page 35 (audio available) Children to read and then translate the story. Grammar recap. Translate sentences</p> <ul style="list-style-type: none"> ✓ Which of these words is an Adjective: apple, happy, yap? ✓ How does Rufus react before he finds out he is going to York too? 									
<u>Latin</u>	<u>English</u>																			
stili	pens																			
cerae	wax tablets																			
habitat	he lives																			



	<table border="1"> <tr> <td>Eboracum</td> <td>in Eboracum or Eboracum</td> </tr> <tr> <td>amicus</td> <td>friend</td> </tr> </table>	Eboracum	in Eboracum or Eboracum	amicus	friend			
Eboracum	in Eboracum or Eboracum							
amicus	friend							
<p>Week 3 Chapter 6, Lesson 3, page 37</p>	<p>Some English words have Latin roots.</p>	<p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p>	<p>LF- To associate English derivatives with their Latin root word.</p> <p>Recap previous learning.</p> <p>Explore the Latin Roots at the bottom of page 37.</p> <p>Discuss the underlined words.</p> <p>Read the Latin story on page 35.</p> <p>Explore the Latin words and write down the English meaning.</p> <ul style="list-style-type: none"> ✓ If I am feeling optimistic, is that a good or bad thing? ✓ Look at "durus" on pg.36: if I have a durable ruler will it break? 					
<p>Week 4 Chapter 6, Lesson 4, page 37-38</p>	<p>All previous vocabulary.</p>	<p>To understand a few familiar spoken words and phrases (with repetition and gesture).</p> <p>To write or copy simple words correctly.</p> <p>To label items and select appropriate words to complete</p>	<p>LF- To recap vocabulary used in this chapter</p> <p>Recap previous learning.</p> <p>Read the story introduction and recap vocabulary.</p> <p>Match the picture with its Latin name.</p> <p>Activity sheet- matching picture to the correct item.</p> <ul style="list-style-type: none"> ✓ What is the word for a game board in Latin? ✓ Who wanted to buy the perfume flask? 					



		short phrases or sentences.		
Week 5, Chapter 6, Lesson 5, Page 39	All previous vocabulary.	<p>To know how nouns & adjectives are used in Latin.</p> <p>To label items and select appropriate words to complete short phrases or sentences</p> <p>To say single words and short, simple phrases in response to what they see and hear (with support from spoken model and visual clues).</p>	<p>LF- To recap noun-adjective agreement</p> <p>Recap previous learning.</p> <p>Grammar focus on Latin nouns and adjectives.</p> <p>Complete the activity worksheet- What does Rufus think?</p> <p>Children to listen to the myth and discuss the big question.</p> <ul style="list-style-type: none"> ✓ Which adjective describes "stili": optimus or optimi? ✓ In one sentence, tell me what happened in the story of Actaeon and Diana. 	
Week 6- Chapter 6 assessment	All previous vocabulary.	<p>To label items and select appropriate words to complete short phrases or sentences.</p> <p>To understand single everyday words</p>	<p>LF- Chapter 6 assessment</p> <p>Recap previous learning.</p> <p>Complete Attainment check 6.</p>	
Week 7	All previous vocabulary.		Consolidation week.	